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ABSTRACT

Presented is a progress report (covering 1969-74) on the University of Connecticut's Teaching the Talented (TTT) Program, which is designed to recruit and train leadership personnel to work with gifted disadvantaged youth. Forty-six teachers and school administrators experienced in working with minority populations were recruited as TTT Fellows. Described is the TTT training program consisting of three components: theoretical courses dealing with such topics as psychology and education of talented, creative students and sociocultural dynamics of minority groups; internships and practicum experiences in settings such as urban schools and community action agencies; and integrative experiences, including seminars on inner city problems, discussions with resource personnel, and visits to programs for high-potential disadvantaged students. Reported are evaluation procedures and findings such as that TTT Fellows developed sensitivity to the needs of gifted disadvantaged students and that many felt that the field experience was the most valuable program component. Examples of the current impact of TTT Fellows as change agents include their attainment of leadership positions as teacher trainers and administrators, and their publication of over 50 articles on topics such as program planning and curricular materials. Dissertation titles are listed, and an appendix describes curricular packages developed by TTT Fellows. (LH)

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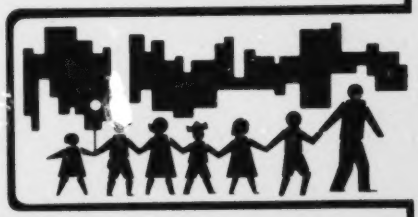
TEACHING THE TALENTED PROGRAM:

A Progress Report



Gayle Haywood Gear
Teaching the Talented Fellow
The University of Connecticut

June 1974

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TEACHING THE TALENTED PROGRAM
SCHOOL OF EDUCATION
THE UNIVERSITY OF CONNECTICUT

Director:
Joseph S. Renzulli, Ed. D.
Professor of Education 1969-

Staff:
Norman L. Breyer, Ph.D.
Associate Professor of Education
1971-

Charles W. Oliver, C.A.S.
University Ombudsman 1971-

Randolph Nelson, Ph.D.
Associate Professor of Education
1969-1971

Graduate Assistants:
Carolyn Callahan, Ph.D.
Norman Resnick, Ph.D.
LeAnn Gordon, M.A.
Barbara Gay Ford, M.A.

Secretary:
Ann Mignon 1969-

ACKNOWLEDGMENTS

A report of this nature requires the assistance of many persons. The collection of information was made possible by the cooperation of the Teaching the Talented Fellows and the meticulous compiling of statistics by Donna Kruszewska, a future teacher. Photos were contributed by fellows; when needed, others were taken by Ruth Dalrymple, member of the training program. A special note of thanks is offered to our friend and Program Secretary, Ann Mignon.

Finally, gratitude is expressed to J. S. Renzulli, Director, for his commitment to the program and the beliefs it serves.

Photo Credit:
Pages 2, 4, 5, 8, 11, 15, 17, 21, 27, 28.
Alan Decker

Joseph S. Renzulli

Norman L. Breyer

Charles W. Oliver

Randolph Nelson

Ann Mignon shown with Fellow William Freeman

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Within the schools that serve the urban and rural poor are children who have an unusually high potential for learning and creativity. These children whose abilities generally remain unrecognized and undeveloped are referred to as *the gifted and talented.* They represent a large untapped source of talent which society should not fail to nurture.

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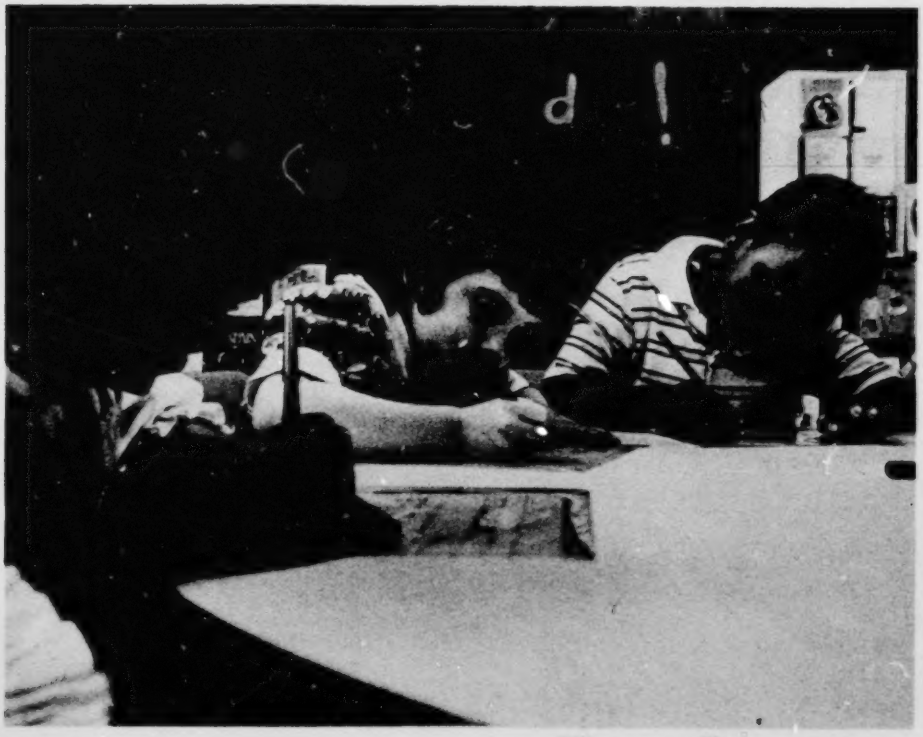

Efforts to develop and implement articulated programs for this unique and capable group of youngsters have been hampered by the lack of trained personnel capable of recognizing and developing the talents of potentially gifted students.

In brief, the need exists for teachers and leadership personnel committed to the task of talent retrieval within the schools that serve the urban and rural poor.

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Photos on pages four and five were taken at Hill-Central School in New Haven, Connecticut. Shown working with the students is Arneida Houston, former fellow in the Teaching the Talented Program. Arneida, a reading consultant for Hill-Central Elementary School, also conducts teacher workshops on ways of improving student reading skills.

The Teaching the Talented program which was developed in the School of Education at The University of Connecticut was conceived in response to this need. The program, funded through the Education Professions Development Act, was supported by a grant from the National Institute for the Improvement of Educational Systems, United States Office of Education.

The fundamental purpose of the Teaching the Talented program was to recruit and train both prospective and experienced teachers and leadership personnel for the specialized task of working with gifted and talented youngsters from educationally deprived backgrounds. The major concerns of the program were the process of change and the role of change agents in the public schools. The principal focus was on the needs of high-potential youth from economically and educationally deprived backgrounds. Unifying each phase of the program was the commitment to community involvement.

This progress report of the Teaching the Talented program spans a five-year period which began in September, 1969. This summary of the training process is only an introduction to a dynamic program. The full potential of this program for producing change agents who recognize and develop the latent talents of disadvantaged youngsters is yet to be realized.

RECRUITMENT

The Teaching the Talented program was designed for the preparation of personnel who could identify and nurture the creative and academic talents of youngsters from disadvantaged backgrounds. The recruitment phase was the first critical element; the impact of this phase would be felt in all aspects of the program.

Announcements of the TTT fellowship program were sent to universities, colleges, and large urban school districts across the country. Over 300 applications were received for the initial fifteen fellowships. During the five-year period (1969-74) over 1,000 applicants were considered.

The main criterion for selection was the applicant's potential as a future contributor to the existing body of knowledge concerning the education of the gifted and talented from disadvantaged backgrounds. As stated in the proposal, an effort was made

> . . . to seek out individuals who (a) have demonstrated leadership potential in their previous educational or experiential background, (b) have demonstrated a commitment to devoting their careers toward improving the educational circumstances of persons from culturally disadvantaged backgrounds, and (c) have a potential for graduate work at the level of their respective degree expectations.

Beyond the traditional measures of scholastic aptitude stipulated by the Graduate School, candidates completed a five-page questionnaire designed by the TTT staff to delve into the candidate's commitment, his perceptions of his personal strengths and weaknesses, his learning style, and his values. Questions such as the following were posed:

- Have you taken an active part in any project or program that was directed toward bringing about educational change or improvement for culturaliy disadvantaged youngsters? Please describe.
- If you had the choice, where and when would you like to have lived or live now? Why?

TABLE 1
DISTRIBUTION OF FELLOWS ACCORDING TO RESIDENCE

State	*Number*
Alabama	*2*
Arizona	*1*
Connecticut	*11*
Florida	*1*
Illinois	*2*
Maryland	*2*
Massachusetts	*3*
Minnesota	*1*
Mississippi	*1*
Missouri	*4*
New Jersey	*1*
New York	*5*
North Carolina	*2*
South Carolina	*3*
Tennessee	*1*
Texas	*1*
Virginia	*3*
Washington	*2*

- Who, living or dead, would you like to invite to teach in the Teaching the Talented program? Why?
- Discuss positive qualities about yourself which you feel might contribute to your involvement in the Teaching the Talented program; also discuss negative qualities about yourself which you feel might detract from your involvement in this program.

The selection committee was composed of staff members the first year and included representative fellows in subsequent years. The committee described the recruitment process as "looking into" rather than "looking at" prospective fellows. Its aim was to recognize qualities such as sincerity, commitment, and sensitivity in addition to those qualities which were indicative of academic excellence.

During the five-year history of the TTT program, forty-six fellows were trained for periods of from one to three years. Teaching the Talented fellows came from eighteen states representing all regions of the country (see Table 1). Approximately one-third of the candidates listed states in the Southeast as their home. The states in the Northeast were represented by slightly more than one-half of the fellows. The remainder listed home states in the West and Midwest.

The selection process demonstrated balance in both race and sex membership. As Figure 1 illustrates, one-half of the forty-six fellows were Black. The remainder was comprised of one Oriental and twenty-three white members. The distribution of the males and females was forty-eight and fifty-two percent, respectively.

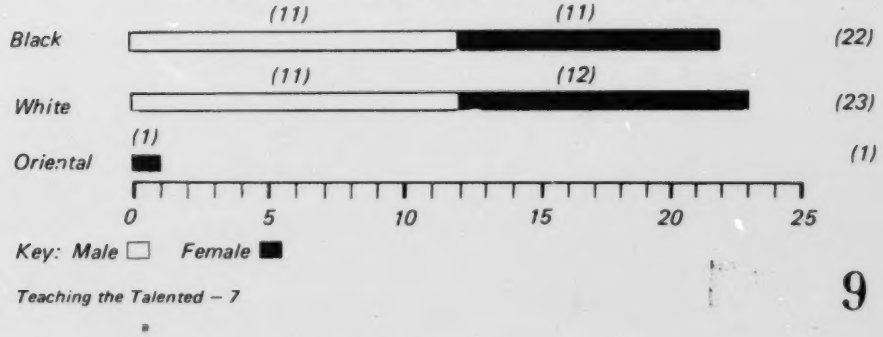
The majority of entering fellows were under the age of thirty-five, held Master's degrees, and had up to ten years of experience in education. Over half of the fellows entered as teachers; the rest had held positions in school administration, pupil personnel work, teacher training, and state departments of education. Table 2 lists the professional backgrounds with corresponding numbers and percentages in each area.

The former teachers and school administrators came to the TTT program with diverse educational experience. One-third had been assigned to elementary schools, less than one-half to secondary schools, and the remainder worked at both levels. Over three-fourths worked in schools with the Black population exceeding ten percent. Of this portion, twenty-three teachers reported working in schools with a minority population of over forty percent. Twelve former teachers in the program taught in schools with Puerto Rican students, eight taught Mexican-American children, and two taught American Indian youngsters.

TABLE 2
PROFESSIONAL BACKGROUND OF FELLOWS

Occupation	*Number*	*Percent*
Teacher	*24*	*53*
School Administrator	*6*	*13*
Pupil Personnel Specialist	*7*	*15*
Teacher Trainer	*3*	*7*
State Agency Official	*1*	*2*
Students	*4*	*8*
Non-education Position	*1*	*2*

FIGURE 1
DISTRIBUTION OF FELLOWS ACCORDING TO RACE AND SEX



TRAINING PROGRAM

The training format of the TTT program consists of three components: theoretical, practical, and integrative experiences. The theoretical component seen as course work and the practical component, the internships, were linked to various integrative experiences. Within this framework, program flexibility accommodated a diverse range of professional interests and aspirations of individual fellows.

The general purpose of the training experiences was to prepare persons who could assume positions as teachers and leadership personnel concerned with talent development of youngsters from disadvantaged backgrounds. To achieve this goal, a number of program objectives served as guides in the process of developing the training experiences.

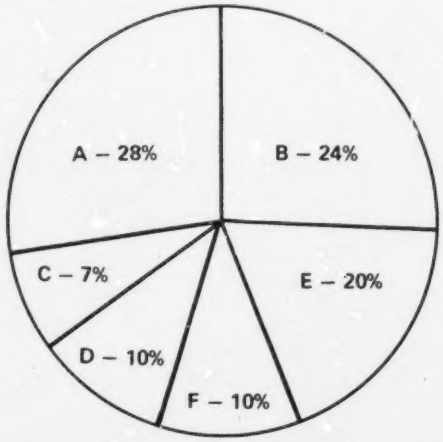
The objectives were as follows:

1. To become knowledgeable about past and present educational practices in the problem area; to analyze these efforts in view of objectives, techniques, and outcomes; and to distinguish between the merits and shortcomings of various approaches.
2. To demonstrate advanced levels of competency in the area of professional involvement for which each fellow is preparing (i.e., teaching, counseling, supervision, etc.).
3. To engage in a variety of first-hand experiences with high potential students from disadvantaged backgrounds.
4. To demonstrate proficiency in the skills of inquiry in the behavioral sciences to such a degree that fellows become efficient searchers and consumers of the vast amount of literature dealing with topics that are relevant to the problem area.
5. To be able to analyze needs and problem situations in the area of disadvantaged talented (both real and hypothetical); to be able to develop systematic plans (including several alternatives) for initiating programs or modifying current conditions; and to be able to develop techniques for evaluating their action.
6. To demonstrate proficiency in relevant areas of related study such as Afro-American culture, Black history and literature, the language of the ghetto, sociology of minority groups, municipal government, urban economics, etc.
7. To construct and apply evaluative strategies (not necessarily traditional tests) that will be useful in identifying gifted, creative, and talented youngsters from culturally disadvantaged backgrounds.
8. To demonstrate the qualities of leadership and the strategies of agents of change by actually assisting in the development of one or more programs for the target population.

In the realm of affective objectives, it was further anticipated that all persons completing the program would develop a vigorous commitment and sincere sensitivity toward working with educationally deprived youngsters.

As previously stated, training at various degree levels accommodated a diversity of professional interests and aspirations. The majority of the fellows (nearly seventy percent) were enrolled in the doctoral program, three fellows were in the sixth-year program, and thirteen were pursuing Master's degrees. As shown in Figure 2, approximately half of the fellows were training to enter or re-enter the schools as teachers or administrators. Twelve fellows (approximately twenty-seven percent) were preparing for college-level posts in teacher-training or administration. The remaining portion (less

FIGURE 2
PROFESSIONAL ASPIRATIONS OF TTT FELLOWS



LEGEND *A – Public School Administration*

B – Teaching

C – Higher Education Administration

D – Pupil Personnel

E – Teacher-Training

F – Other

e.g. – State Consultant Curriculum Specialist

than twenty percent) indicated plans to assume positions in state education agencies or pupil personnel services. Professional aspirations paralleled areas of specialization which included higher education, administration, special education, educational psychology, and supervision and curriculum development.

The Theoretical Component

The theoretical component of the training program included a systematic study of topics which were pertinent to the nature and needs of high-potential youngsters. Although this aspect of training was administered by the School of Education, an interdepartmental approach was emphasized. Fellows were encouraged to elect courses in the College of Arts and Sciences and other departments of the University. The theoretical component centered on such topics as:

- The measurement of intelligence and aptitude of minority groups
- The significance of early experience
- Cognition, learning, and creativity
- Minority-majority group relations
- Personality development and motivation
- Black studies
- Counseling and career choice

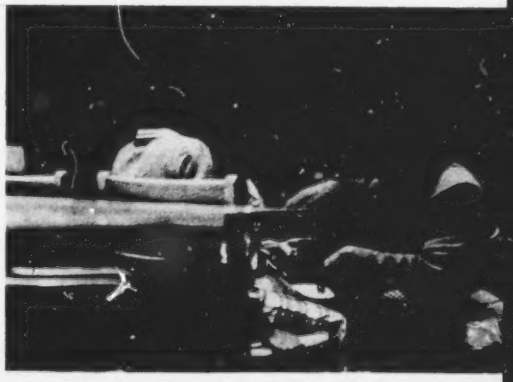
The design of the theoretical component included courses in three broad areas:

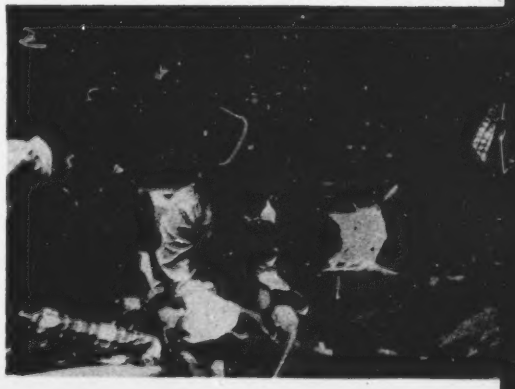
1. Core courses dealing with the psychology and education of the gifted, talented, and creative.
2. Core courses dealing with minority groups, Black history, social and cultural dynamics, and urban life.
3. Elective courses oriented toward the student's academic and professional areas of interest.

Although some of these courses were unique to the program, the majority were courses already offered by the University in various departments.

One of the most significant results of the theoretical component was the production of numerous curricular packages intended for high-potential youth. Innovative curricula such as *Economics and Poverty, The Black Experience, Power and the Self-Concept,* and others were developed in conjunction with course work dealing with the special education of the gifted and talented. (Appendix lists the titles, authors, and other pertinent information concerning the curricular materials.) Field testing of individual packages was done in inner-city schools and the experimental effects were reported by the authors at professional conferences. The development of curricular materials was a realization of one of the major goals of the TTT program; that is, to contribute to the literature on talent development.

Among the curricular innovations developed in conjunction with coursework in the special education of the gifted, was a microcounseling guide in teaching human relation skills. The training program, developed by Robert Pratt, gives instructions on how to teach and have students practice a variety of behavioral skills and common courtesy practices, i.e., attentive posture, eye contact, head nodding, smiling, and verbal compliment. Once learned, it was hoped that these skills will contribute positively to the classroom process and promote a mutually supportive and enhancing relationship between the student and his teacher. The effects of the training program are the subject of Bob's dissertation.





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Gwendolyn Cooke, introduces curriculum, Black-White Literary Relations: Thematic Parallels, *during the Symposium on Curriculum Materials for High-Potential Students from Low Socio-Economic Backgrounds at the Council for Exceptional Children's Annual International Convention in Miami Beach, April 1971. Gwendolyn reported the experimental results of the innovative curriculum on the integrated honors class in the Hartford Public Schools, Hartford. The curriculum was designed to help the teacher who is interested in including literary works by Black writers in his American literature class. There are four units in the package and each unit includes literary works by Black and white writers. The units focus on the themes: (1) Dreams vs. Reality, (2) Sensitive Man vs. Violent Society, (3) Conformity vs. Individualism, and (4) Loneliness. "This package is no panacea," Gwen states, "it is a beginning which the creative teacher can enlarge upon."*

Gwen, Coordinator for Gifted and Talented Programs in Baltimore City Public Schools, has responsibility for the development of special programs for the gifted and potentially gifted youngsters within the city schools.

Teachers are reviewing a computer printout of test scores as they screen for gifted youngsters based upon their selection criterion. This scene is taken from one of the six simulations designed by Gayle H. Gear to train teachers in the skills necessary for the identification of potentially gifted students from educationally disadvantaged backgrounds. Later, participants will simulate a selection process using actual permanent record files transcribed from those of inner-city students.

Practical Component

Based on the belief that the theoretical component must be supplemented by actual experience in "real life" working conditions, a second component was introduced into the training program. This phase consisted of a series of internships and practicum experiences arranged through a number of cooperating schools, colleges, and other agencies. The major objective of the internship program was to prepare students for the task of identifying and analyzing situations where appropriate programming could be implemented for high-potential disadvantaged youth. The intern was expected to gain experience, help effect change, and be of service to the persons under whom his internship was served.

Each fellow was required to serve an internship which would comprise a new learning experience and yet be in harmony with his previous educational background. Thus, the assignment was determined on the basis of the fellow's interests, capabilities, and professional aspirations. To obtain information concerning these factors, the TTT staff reviewed the written responses of fellows to an internship placement questionnaire. The fellows responded to such statements as:

- Briefly describe the nature of your experiences with the disadvantaged.
- Briefly describe the nature of your experience with the gifted and talented.
- Give the title of the position that you would like to assume upon completion of the program; five years after completing the program.
- Based upon your areas of interest and accumulated educational experience, briefly describe the service which you believe you can offer a school or agency.
- What skills do you hope to develop through the internship experience—be specific.
- Briefly describe the ideal internship experience for you.

Seventy-two internships were completed through the five-year training program. As shown in Figure 3, the largest portion (approximately forty percent) of the internships was administrative in nature. Roles such as research assistant, curriculum specialist, and program evaluator accounted for one-fourth of the internship assignments. The remaining one-third of the internships represented experience in practice teaching, tutoring, counseling, and school psychology.

Internships were served in forty-eight different locations. The greatest percentage (over forty) were conducted within urban schools. Twenty-three percent of the interns worked in colleges and universities; eight percent interned in community action agencies; eleven percent worked in state or regional agencies; and six percent trained in suburban schools (see Figure 4). The Connecticut State Department of Education through its various offices, provided internship experiences for eight percent of the total.

The variety of internship assignments is illustrated by a partial listing of the cooperating schools and agencies in Table 3. The majority of the interns dealt directly with the high-potential youth while occupying positions as teachers, tutors, counselors, and administrators. The remainder worked as curriculum specialists and research interns. Thus, the practical component served the basic tenets on which it was established: to identify and analyze situations where appropriate programming could be implemented for high-potential disadvantaged youth.

FIGURE 3
DISTRIBUTION OF INTERNSHIP ASSIGNMENTS
ACCORDING TO POSITION

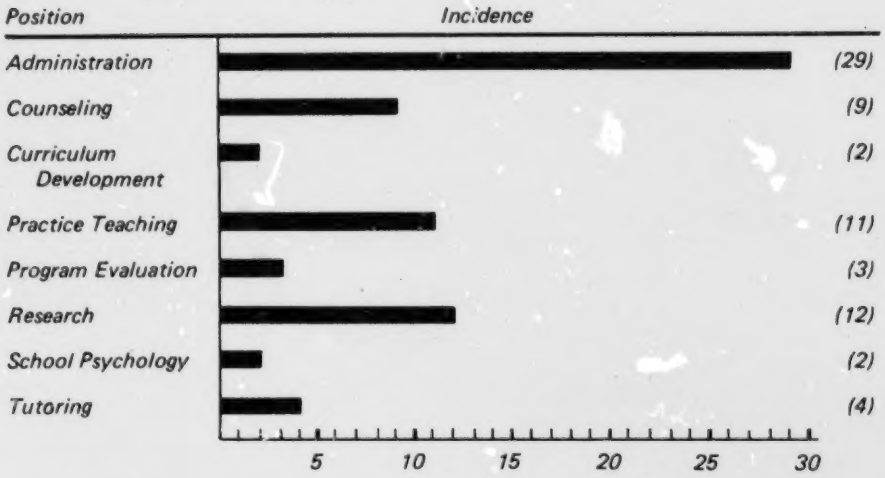

FIGURE 4
INTERNSHIP ASSIGNMENTS
ACCORDING TO SETTING

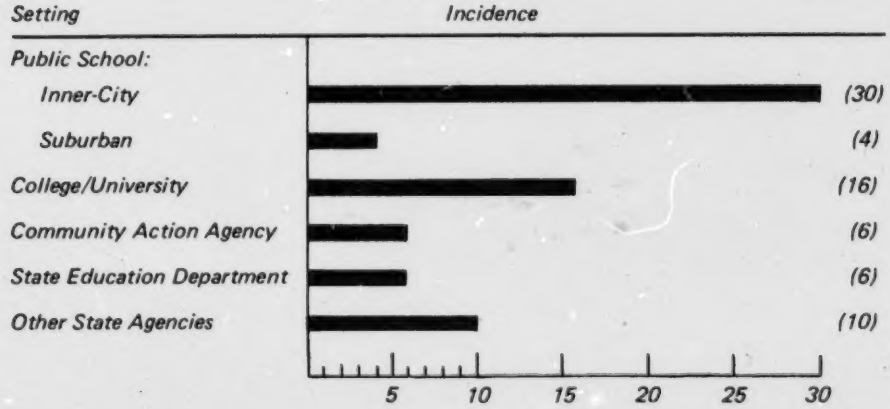

TABLE 3
COOPERATING AGENCIES FOR
TEACHING THE TALENTED PROGRAM

Agency	*Role*
Hartford Neighborhood Youth Corps, Summer Program	*Instructors*
Project LEAP New Haven	*Tutors*
Independent Study Program for the High-Potential Disadvantaged, New Haven	*Counselors*
Charter Oak Terrace Multi-Service Center, Hartford	*Family Counselors*
Commission for Higher Education Hartford	*Staff Associates*
Connecticut State Department of Children and Youth Services Hartford	*Administrative Interns Research Associates*
Center for Black Studies The University of Connecticut	*Administrative Interns Academic Advisors*
UConn Summer Program Storrs	*Recruiter*
Connecticut Pre-collegiate Enrichment Program (CONNPEP) The University of Connecticut	*Tutors*
Puerto Rican Organization Project, Willimantic, Conn.	*Research Intern*
Connecticut Citizens' Action Group, Hartford	*Research Intern*
Office for the Gifted and Talented, Connecticut State Department of Education	*Administrative Interns*
Follow Through Program Hartford	*Instructors*
Neighborhood Youth Corps Hartford	*Counselors*
Parent-School Orientation Program, New Britain	*Coordinator*

Internship experiences were guided and evaluated by the objectives which were set forth by each intern and cooperating supervisor. To illustrate the nature of these

Alan White serves as administrative intern to the Director of Programs for the Gifted and Talented, William Vassar. Alan edited a bi-monthly newsletter and directed a statewide task force on curricula, identification, and evaluation. He was assigned major responsibility in the development of several programs for the gifted and talented.

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Alyce Rawlins meets with a school principal and teacher to discuss the proposed gifted program for high-potential elementary grade youngsters.

Alyce assisted in the development of the identification and curriculum design during her internship assignment with the Hartford Board of Education.

objectives, included below is an excerpt of the internship report filed by a prospective intern with the Connecticut Precollegiate Enrichment Program (CONNPEP).

> . . . My supervisor and I felt that after the completion of the internship experiences, I should be able to:
> 1. Serve as a consultant to any school system planning a program for disadvantaged students.
> 2. Serve as a consultant to any secondary school curriculum department which provides curricula materials to meet the needs and interests of disadvantaged students.
> 3. Devise a general course of study and specific activities that are useful for meeting the needs of disadvantaged students having difficulty with skills in English.
> 4. Better communicate to students that I am concerned about their general welfare so that they might confide in me without hesitation when they have the need to do so.
>
> —Gwendolyn Cooke

At the conclusion of an internship or practicum, fellows submitted a summary report evaluating the nature and value of their experiences within the framework of their original objectives. An excerpt of a report dealing with the value derived from the experiences as administrative intern to the Commission of Children and Youth Services follows:

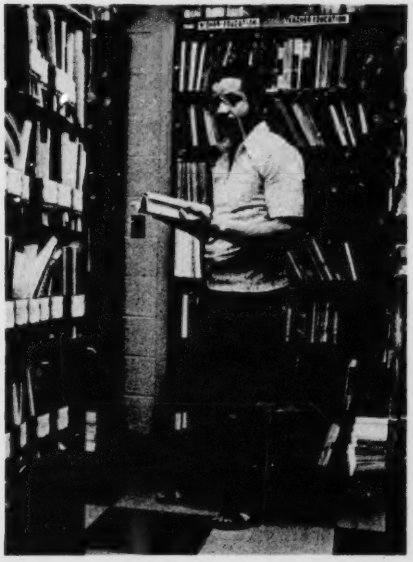
> It was valuable in that it gave me an opportunity to talk with the people in the community concerning their problems and moreover to hear them in a very rational way, make recommendations as to the type of services they need and would expect from a Multi-Service Unit in their community. This experience also made me become more aware of the numerous challenges administrators would have to come to grips with today and in the future. It made me realize that administrators would have to be aware that:
> 1. Their institutions or organizations must be responsive to their publics in time of rapid change.
> 2. Lessons of the past several decades do not provide complete answers to these new challenges.
>
> —Walton Wills

Evaluation of the practical component was sequential and involved staff, cooperating supervisors, and other fellows. Internal evaluation occurred within the internship setting, as interns and cooperating supervisors frequently assessed the attainment of anticipated outcomes of the experience. In addition, the TTT staff assumed supervisory responsibility and planned on-site visitations along with post-observation conferences with the cooperating supervisor.

In every case, a record was filed by the staff member indicating the following:

- Nature of activities observed
- Cooperating personnel visited and nature of discussion
- Problems related to internship (if any)
- Progress in internship with relation to fellow's objectives
- Progress in internship with relation to objectives of cooperating personnel

Intern Paul Hester, working with the Puerto Rican Organization Project in Willimantic, Connecticut, researched the power structure of Willimantic. The report to the sponsoring agency, entitled "The Power Structure of Willimantic, Connecticut, and Its Relationships to the Puerto Rican Community," was based on a social research design and involved a special interview schedule. Select political influentials were asked questions as "Does anyone run things in Willimantic? If so, who runs things in this city?" From this followed questions germane to the part the Puerto Rican Community played in community decision-making.



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Highlights of several internships depict the range of experiences shared by the fellows. Individuals participated with both state and local agencies, in education and government. They worked with teachers, and leadership personnel as well as with students of all ages. Their involvement culminated in curricular products, research and evaluative reports, and programs for the special education of the gifted and talented.

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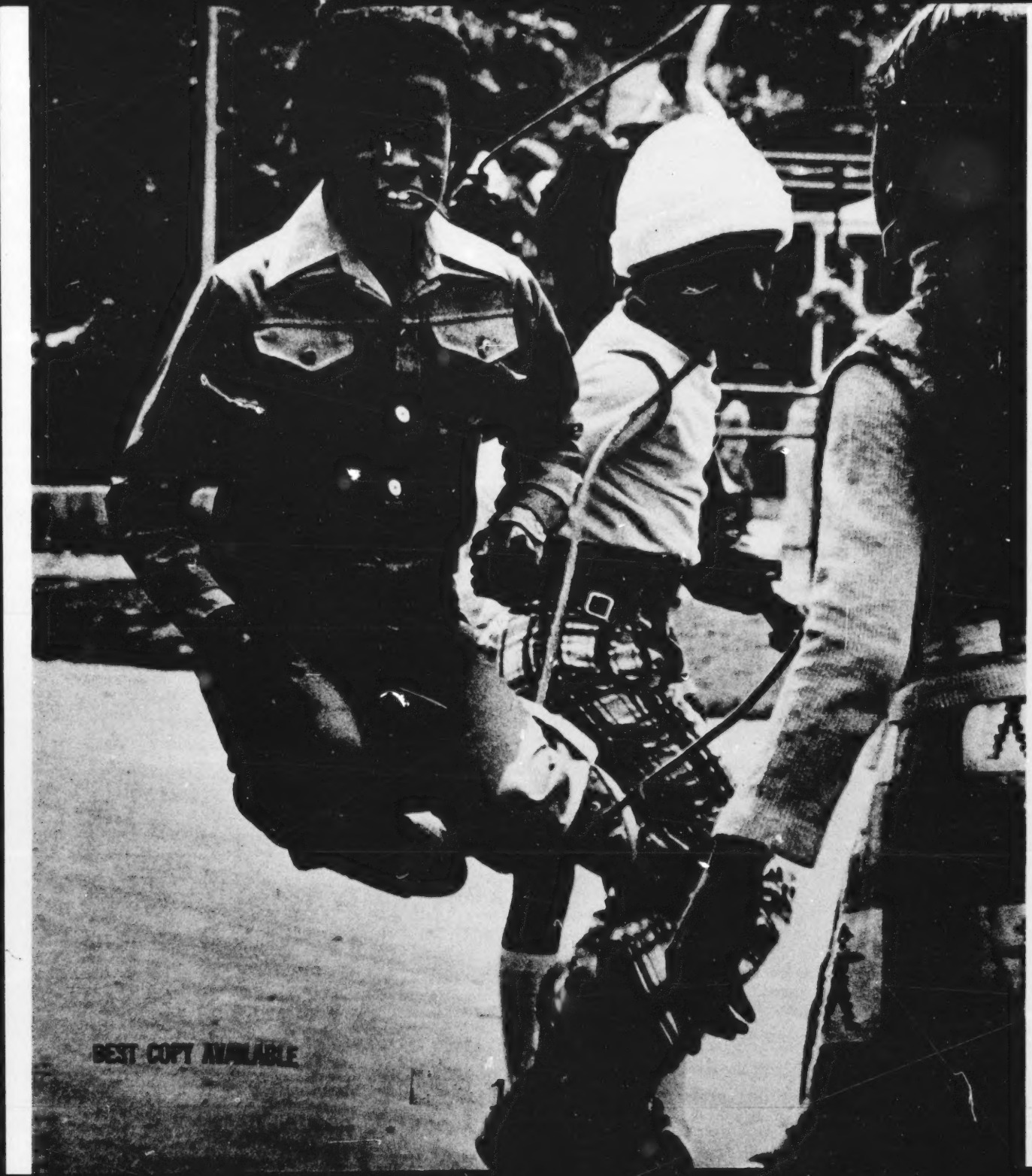
Barbara Zow meets with Dr. Louis Rabineau, Commissioner of Higher Education. Working with the Master Plan Associates, Barbara assisted in the drafting of a Master Plan of Higher Education for the State of Connecticut.

She submitted a position paper entitled, "Higher Education and the Black American," to the Commission. Dr. Louis Rabineau, Commissioner of Higher Education, quoted this portion of her paper to a state-wide conference concerning ethnic leadership for desirable racial interaction on April 30, 1973 at The University of Connecticut.

"For universities to cope with the Black student today, they must ascertain how this student differs from his forerunners. The Blacks of a generation ago were accepting of the slow pace of change, change at the pleasure and convenience of the majority culture. The word tolerance *is no longer a viable word in the vocabulary of the young Black. Blacks today have tired of the promises and the pleas to* wait *until things change. One needs only to read Dr. Martin Luther King's,* Why We Can't Wait, *to understand why tolerance and patience are words Blacks no longer hear. The majority culture should realize that too many promises have been broken, for too many years."*

Students preparing a short essay may be instructed by a guidebook, A Short Guide to Essay Writing, *prepared by Lionel Porter to aid the writing ability of inner-city youth. According to the author, the purpose of this guidebook is to present basic rules that enable the student to write clear, structurally sound paragraphs and essays. Each section of the guidebook explains one basic, or several related principles, and provides guidance with critical problems in punctuation. "These principles," explains Lionel, "have been omitted in the teaching of writing to minority students in the inner-city for whom such an oversight has usually meant certain failure in articulating their best ideas. In addition, since language proficiency is equated with intelligence, it is imperative that Black and Puerto Rican Americans be lured into a program where they can gain understanding and mastery of essay writing and organization." The guidebook was a project submitted by Lionel during his internship assignment with the Human Relations Commission in Hartford.*



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Integrative Experiences

The third component of the Teaching the Talented program was designed to provide fellows with a continuous sequence of "integrating experiences" which would bridge the gap between the theoretical and practical aspects of learning. These experiences consisted of seminars, discussions with resource personnel, and on-site visitations to programs dealing with potentially gifted youth from disadvantaged backgrounds. This phase was conducted cooperatively by the fellows and staff through various working committees on program planning, library, and dissemination.

Weekly seminars provided continuity for the TTT program. These meetings served as a forum for the exchange of internship experiences, and for pursuing, in greater depth, issues related to the problem area. The seminars were originally proposed to "broaden the fellow's perspective upon the epistomological aspects of education in a rapidly changing world." In practice, every attempt was made to cut across traditional subject matter boundaries and to introduce the fellows to such interdisciplinary ideas as:

- Problems of the inner-city.
- The role of the Black in American society.
- Economic and social class similarities and differences.
- Changing conceptions of human potentiality.
- Life-long education.

The TTT library, with over three hundred current books along with selected journals, served as current reference sources on these topics.

Relevant topics were explored through group investigation. While the topics varied each year, the central issue remained within the domain of talent retrieval. A partial topical listing for the seminar included the following:

- Identification of high-potential disadvantaged: review of studies by Meeker, Bruch, Torrance, Renzulli, and others.
- Strategies for developing programs: how does one make a needs assessment in a school or community regarding talent retrieval?: who should provide the leadership potential at the local, state, and federal level?
- Developing higher education programs for minority group students; the isolation and examination of some of the factors affecting the academic success of Black students; the development of an appropriate college and university admission package for disadvantaged students.

Guest lecturers proved a valuable adjunct to the seminars. Noted authorities in education and human relations were invited to speak on a variety of pertinent topics. Table 4 provides a partial listing from a total of forty-six guest speakers. Resource personnel also included school and community leaders who were actively involved in inner-city programs for high-potential youth. As highlighted in this section, leaders in the creativity movement discussed the research implication of creativity testing of cultural minorities. In contrast, staff from various innovative programs reported on the beneficial effects of differentiated instruction. From each vantage point, TTT fellows were able to explore, to discover, and to add to their repertoire of strategies in talent retrieval.

TABLE 4
PARTIAL LISTING OF
GUEST LECTURERS AND THEIR TOPICS

Speakers	*Topics*
Walter Barbe, Editor Highlights for Children	*Individualizing Reading for the Disadvantaged*
James P. Comer, Associate Dean *School of Medicine* *Yale University*	*Beyond Black and White*
George Conquest, Director *Independent Study Program* *Hamden, Connecticut*	*Independent Study Program and the High-Potential Student*
Marvin Gold, Director *Lincoln School* *Lincoln Ridge, Kentucky*	*The Lincoln School for the Gifted Disadvantaged Children*
John C. Gowan *Professor of Education* *San Fernando Valley State College*	*The Education of Disadvantaged Gifted Youth*
Harold C. Lyon, Director *Office for the Gifted and Talented* *United States Office of Education*	*National Perspective: Gifted and Talented Education*
Nicholas L. Silvaroli *Professor of Education* *Arizona State University*	*Reading Techniques with Migrant and Urban Disadvantaged*
Robert Stake, Associate Director *Center for Instructional Research and Curriculum Evaluation* *University of Illinois*	*Evaluating Internship Experiences in the Inner-city*
E. Paul Torrance *Professor of Education* *University of Georgia*	*Excellence in Daffodils is not in Weight*
Virgil S. Ward *Professor of Education* *University of Virginia*	*Human Intelligence: Perspectives upon the Jensen Report*
Milton Young *Senior Research Scientist* *Travelers Research Corporation*	*Designing Education for Tomorrow's Cities*

In addition to the seminar activities, on-site visitations were frequently scheduled to acquaint fellows with various aspects of talent development. An extended trip to Washington, D.C. to visit the staff of the Office of Education, as well as day excursions to observe programs in operation were among the twenty trips logged by the fellowship program.

Feedback forms were completed following each integrative experience. Fellows were able to react to speakers, seminars, and visitations for the purpose of ongoing evaluation. They were asked to react to the following:

- Indicate the one thing you like best about this experience.
- Indicate the one thing you would like changed about experiences like this.
- In general, how would you rate this experience?

Evaluation was frequent and the program was altered in response to the findings. It soon became apparent tha: the program designed to train change agents was itself affected by change.

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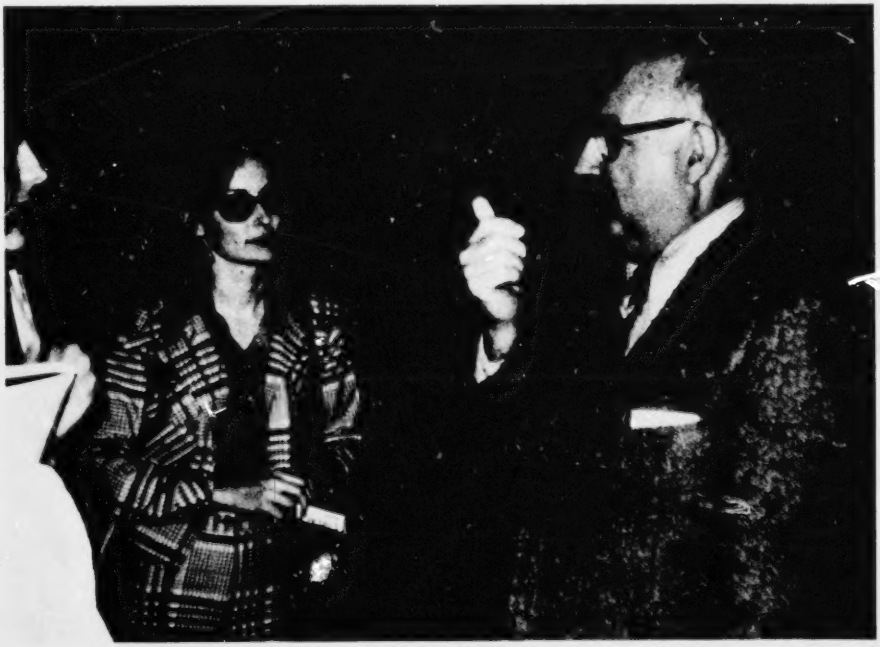

E. Paul Torrance, Professor of Education at the University of Georgia is greeted by TTT fellow, Gayle Gear (center). Dr. Torrance, author of the Torrance Tests of Creative Thinking, spoke on the topic, "The Excellence of Daffodils Is Not in Weight" during a School of Education colloquium. Earlier in the day, he met informally with special education students and discussed the cultural fairness of the creativity measures.

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Fellows discuss seminar plans with Harry Hartley, Dean of the School of Education. Fellows, from left to right are: Tony Singe, Alyce Rawlins, Dean Hartley, Gayle Gear, Dave Patton, Richard Frasier.

Harold C. Lyon, Director of the Office for the Gifted and Talented, Office of Education meets with TTT fellows during a seminar, December 1973. Dr. Lyon discussed special education for the gifted from a national perspective. He concluded by urging fellows to assume leadership roles for the decades to come. Shown in the photo with Hal are Barbara Zow (left) and Gayle Gear (right).

Evaluation

Evaluation was an integral part of the Teaching the Talented program. Formative and summative evaluation provided the impetus for program growth. The plan for evaluation was sequential and developmental; its focus enlarged with the growth of the program.

At the conclusion of each year of operation, all evaluative data was summarized in a final report. Each report (a) described the objectives of the project; (b) indicated the activities directed toward the accomplishment of the objectives; (c) summarized the instruments and techniques used to evaluate the objectives; (d) cited the sources of data; (e) presented statistical and graphic analyses of the evaluative data; and (f) delineated recommendations for modification of the program.

The general objective of the first-year evaluation was to focus on the fellows' perceptions of the program. Questions such as the following were explored:

- How did they feel about the program?
- What did they see as major strengths or major weaknesses?

Evaluators also sought to determine how well the fellows responded to the university setting. Evaluators posed such questions as:

- Was the course work relevant to the TTT objectives?
- How could the experiences of the fellows promote esprit de corps?

The second-year report concerned itself mainly with change that occurred in the organizational structure and the quality of the program for preparing fellows to enter the professional fields of their choice with regard to the high-potential disadvantaged youth. An excerpt from this phase of the evaluation reads:

> . . . Everyone found different aspects helpful; and all felt that they had been experiencing more success in their jobs because of their program. Many mentioned the courses and the skills they developed in terms of sensitivity in recognizing the gifted disadvantaged and their needs . . .

In the third-year evaluation, an attempt was made to provide further information on the design of the program, the students it served, and the impact of the program on disadvantaged youth as indicated by the types of positions the fellows held or to which they aspired. A comment taken from the document follows:

> There was considerable agreement among the former fellows that the field experience was the most valuable component of the program . . . Other aspects of the program which were singled out consisted of (a) interaction with peers; (b) freedom of choice on the selection of field experience, course work, field trips, etc.; (c) seminar meetings; and (d) problem-solving situations.

The evaluation plan was designed to assure a dynamic program responsive to the needs and interest of the individual fellows. The effectiveness of the program is partially reflected in the nature of the experiences provided through the program. However, the ultimate criterion remains to be measured: the impact of the fellows as change agents in the recognition and development of talents of potentially gifted students.

FELLOWS AS CHANGE AGENTS

It may be premature to assess in some quantitative way the productivity of those who have passed through the program. However, a capsule summary of their achievement within this five-year period provides ample evidence of the impact which the program has had and may have in the future.

At the conclusion of the period, thirty-eight degrees had been awarded to TTT fellows: twenty-two Ph.D.'s; three Sixth-Year Diplomas; and thirteen Master's degrees. An additional eight fellows who are currently doctoral candidates report dissertations in progress.

As originally proposed, a major goal was to add to the relatively limited body of knowledge on talent identification and development. Dissertations, completed or in progress, indicate progress toward this goal. As listed in Table 5, the research topics range from the development and validation of culture-fair tests to the experimental studies of various curricular packages designed for high-potential youth.

The program attempted to prepare fellows to assume positions as teachers and leadership personnel. As Table 6 shows, almost half of the thirty-five fellows currently in the field work with school-age youngsters as teachers, counselors, school psychologists, or pupil personnel specialists. Slightly over one-third of the fellows are training teachers, and the remaining fourteen percent hold administrative positions. It was anticipated that fellows would be cooperating with educational institutions which serve the urban and rural poor. One-third of the fellows, as shown in Figure 5, are working in inner-city schools. An additional one-third are professors or administrators in college and university settings. One fellow is the director of a sixteen-town regional center for special education; while another serves as a state consultant for educational testing and measurement. The remaining portion (approximately twenty-three percent) hold positions in suburban and rural schools.

Being appointed as recipients of EPDA fellowships for the TTT program was only one of the honors bestowed on the fellows. Individuals were invited to membership in honorary scholastic fraternities and sororities as Pi Lambda Theta, Phi Kappa Phi, Phi Delta Kappa, and Alpha Kappa Mu. Several members were listed in *Who's Who in American Colleges and Universities* and *Two Thousand Women of Achievement.*

Fellows have published over fifty articles dealing with such topics as:

- Planning programs for the talented disadvantaged.
- Field testing of curricular materials for the high-potential disadvantaged.
- Behavior modification.
- Simulations and games in teacher training.
- Urban health.
- Open education.
- Instrument development for identifying potentially gifted youth.

Fellows report involvement in a number of professional organizations. Many share membership in the National Education Association, Council for Exceptional Children, and American Personnel and Guidance Association. For a few, membership is reported in Black Writers' Workshop, Resident Artist Association, American Montessori Society, and Task Force for Environmental Studies. Generally, an average of four professional organizations is listed on each vita with a total of twenty different organizations listed by all fellows.

Fred Simmons, a TTT fellow is Director of the UConn Summer Program which is designed to admit students who are mainly from minority groups and from socio-economically depressed backgrounds. Students selected into this program prepare to enter universities and colleges across the country.

Fred will assume a new position in the fall of 1974, as Assistant Vice President of The University of Connecticut.

H. Fred Simons addresses UConn Summer Program graduates.

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TABLE 5
LIST OF DISSERTATION TITLES OF TTT FELLOWS

Etta Anderson
Correlates of Success in Foreign Language Learning for Black Inner-City High School Students.

Nancy Joyce Arnold
The Effectiveness of the *People Are People* Curriculum Package in Producing Positive Attitudes Toward Majority and Minority Group Members in Inner-City and Suburban Elementary Classrooms.

Melvin Douglas Aulston
Comparative Perceptions of the College Environment Between Minority-Group Freshmen and Minority-Group Entering Transfer Students.

Alexinia Baldwin
The Effect of a Process-Oriented Curriculum on Advancing Higher Levels of Thought Processes in High Potential Students.

Anthony John Coletta
Personality Characteristics and Assumptions Held by Open and Traditional Teachers of the Poor.

Gwendolyn Jean Cooke
The Effects of Reading on Student's Attitudes.

John Philo Dixon
The Effects of an Evaluative and a Relaxed Atmosphere on the Production of Original Responses to Creativity Tasks When the Number of Responses Is Controlled.

Mary M. Frasier
An Experimental Study for Teaching Decision-Making Skills for Life Planning to Junior High Students in an Inner-City School.

Maye H. Grant
Investigation of Allied Health Programs in Two and Four Year Public Institutions of Higher Education Based on Connecticut's Manpower Needs for Allied Health Personnel.

Thomas E. Grant
Development and Construct Validation of an Alternative or Supplementary Means for the Identification of Exceptional Achievement Potential Among Ethnic Minorities.

Arneida Houston
An Analysis of the Effectiveness of the Cloze Procedure as a Teaching Technique With Disadvantaged Children.

Stephen Lapan
The Development and Validation of an Instrument That Measures Student Perceptions of Teachers Credibility.

Robert Pratt
Experimental Study of Student Influence on Teacher Behavior.

Familiar street scenes serve as the stimuli in an alternative mode of intelligence testing developed by Clifford Stallings during his doctoral studies. The "Environmentally-Based Test" is suggested as a possible solution to a currently recognized problem in gifted education: "How do we find the gifted among disadvantaged—who don't do well on tests that presuppose a cultural background they haven't had."

Bucky, Associate Professor at the Center for Urban and Human Development, United States International College, San Diego, delivered these remarks during the National Convention on the Culturally Different Gifted in March 1973 in Ventura, California.

Joseph Rice
Interrelationship Between Teacher Knowledge of and Attitude Toward Exceptional Children and Behavioral Interaction with Educationally Mentally Retarded Children in Elementary School Classrooms.

Nancy Hewlett Romer
Increasing Self-Esteem and Acceptance of Others in the Sixth Grade.

H. Fred Simons
The Development of a Scale to Investigate the Attitudes of Individuals Toward Black People.

Anthony L. Singe
The Relationship Between Leader Behavior and Work Group Performance Within Multi-unit Elementary Schools: An Application of the Contingency Theory of Leadership Effectiveness.

Clifford J. Stallings
The Effects of Familiarity and Organized Efforts to Increase Recall with Students from Limited Socio-Economic Backgrounds.

Angela Owen Terry
Internal-External Control and Perceptions of Vocational Education Among Black Teachers.

Alan White
Construction and Validation of an Instrument to Identify Selected Dimensions of Giftedness.

Audrey Williams
An Analysis of the Relationship of Connecticut State Community College Central Administrators' Leadership Styles to Their Opinions of Black Tradition in Higher Education.

Barbara De Veaux Zow
An Investigation of the Perceptions Held by Non-Black Administrators Concerning the Role of Institutions of Higher Learning in the Education of Black Students.

TABLE 6
CURRENT PROFESSIONAL POSITIONS

Position	Number	Percent
Teachers	11	31
School Administrators	7	20
Pupil Personnel Specialist	1	3
Teacher Trainers	12	34
Counselors	3	9
School Psychologist	1	3

Alexinia Baldwin, Assistant Professor, State University of New York, Albany, addresses the National Conference on the Culturally Different Gifted at Ventura, California, March 1973. She posed the challenge; "We must unlock our set and established thinking patterns and explore new avenues of research. We must enlarge our circle of identification."

Specifics on how to "enlarge our circle" according to Alexinia involve an "awareness of the environmental or cultural differences on exhibited behavior." Further, she suggests a "thorough familiarity with the mental processes as presented by Guilford, Piaget, Bloom, and others, as well as being familiar with an open-ended list of exemplars of these processes."

Alex calls for early intervention, followed by circular diagnoses, intervention, and identification techniques so that those children with outstanding capacities will emerge.

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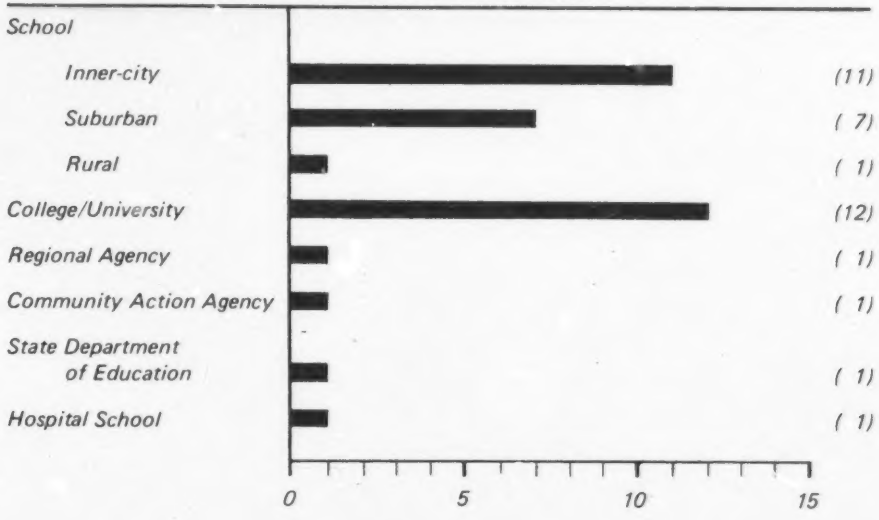
FIGURE 5
DISTRIBUTION OF POSITIONS
ACCORDING TO SETTING



Involvement also included participation as speakers in conferences throughout the country. A tally of over sixty major presentations by individual fellows dealt with such topics as:

- Field testing of curricular packages for high-potential disadvantaged youth.
- Socialization of the Black male.
- Open education.
- Personality characteristics of teachers in open classrooms.
- Study of women's rights.
- Talent retrieval in the inner-city.

A partial listing of presentations is contained in Table 7.

The purpose of the program as stated in the proposal was "to recruit and train exceptionally able persons to assume positions as teachers and leadership personnel for working with high-potential disadvantaged youth." Upon closer inspection, it becomes clear that able persons were chosen, and further, that they are assuming roles as change agents.

Carolyn Callahan, former graduate assistant, addresses a Council for Exceptional Children Conference in 1972. She explains the effects of creativity exercises upon middle grade students. John C. Gowan sits in the foreground.

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TABLE 7
SELECTED PRESENTATIONS BY TTT FELLOWS

Nancy Arnold:
"People Are People," Curriculum package devised to develop positive attitudes toward minority group members. Presented at the International Conference of the Council for Exceptional Children in Miami Beach, March 1971.

Gwendolyn Cooke:
"The Socialization of the Black Male: Research Implications." Presented at the Annual Conference of the Institute for Urban Affairs and Research in Washington, D.C., July 1973.

Anthony Colletta:
"Personality Characteristics and Assumptions Held by Open and Traditional Teachers of the Poor." Presented at the Annual Convention of the American Educational Research Association in New Orleans, February 1973.

Thomas Grant:
"The Development of an Instrument to Identify High-Potential Minority Students for College Admission." Presented at the International Conference of the Council for Exceptional Children in New York, April 1974.

Evelyn Hendricks:
"Women's Studies: the Development of Self-Image for Women at the College Level." Presented at the International Conference of the Council for Exceptional Children in New York, April 1974.

Angela Terry assumes leadership role at the state level. Angela completed her doctoral studies at The University of Connecticut in June 1973 as a Teaching the Talented Fellow. Currently, Angela is a Consultant for School Psychological Services in the Connecticut State Department of Education.

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TTT fellows address the Association for the Gifted during the International Convention of the Council for Exceptional Children in New York, April 1974.

The symposium was entitled "Guidance and Counseling Techniques for High-Potential Disadvantaged Youth." Mary Frasier introduced a program to teach decision-making skills for life planning. David Patton (far right) discussed a guidance program for cultivating a positive self-concept. Robert Pratt (center) explained communication skill training techniques for teachers and students. Alan White (far left) chaired the session.

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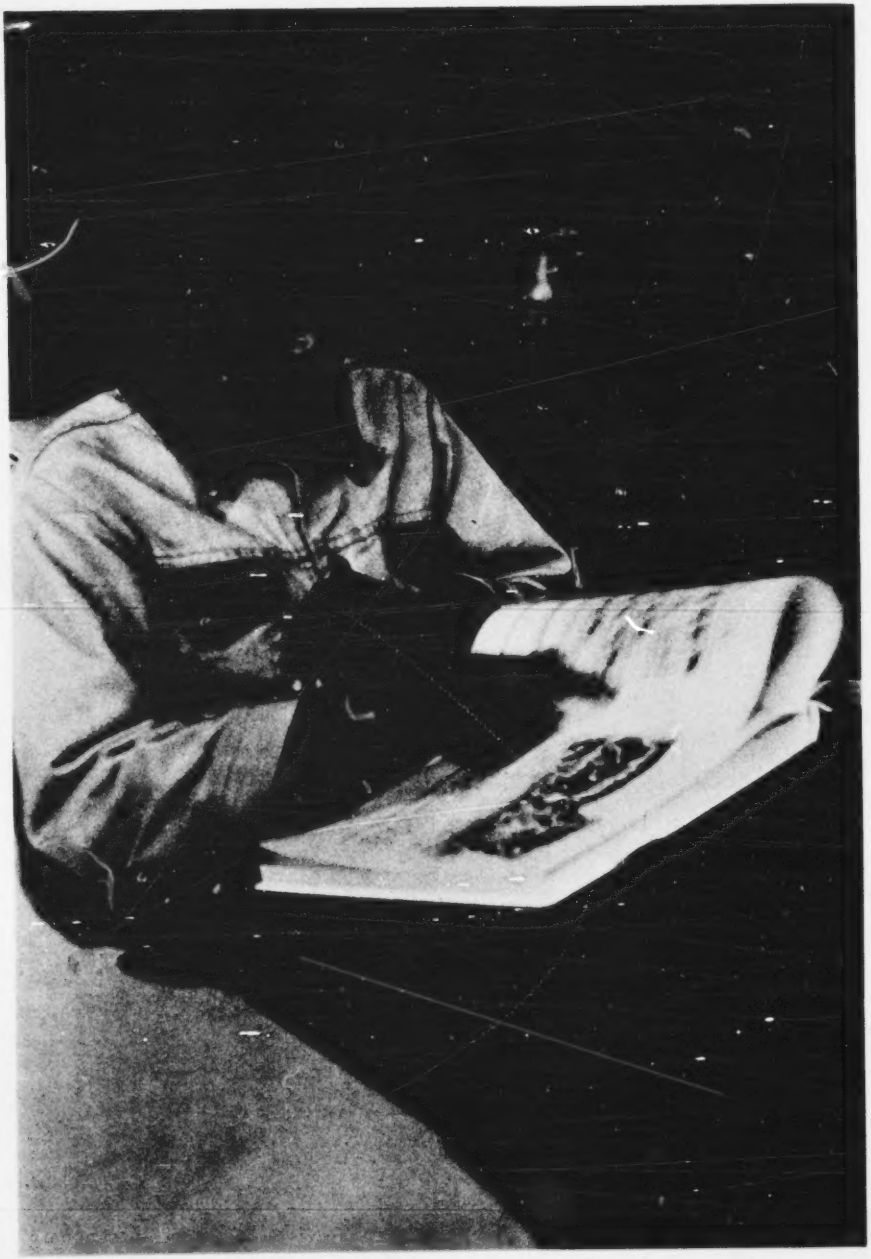

you
and
me

together

make
a
difference

we
change
each
other
in
turn
changing
the
world

—zow

"You and Me" by Barbara Zow,
Teaching the Talented Fellow, 1972.

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APPENDIX
CURRICULAR PACKAGES
DEVELOPED BY TTT FELLOWS

Arnold, Nancy J. *An Independent Study: Topic: Black Studies.* 26 pgs. Secondary. The independent study package presents several approaches to the Black experience, including sociological perspectives, government studies, historical studies, literature, and American Negro art.

Arnold, Nancy J. *People Are People.* Middle. The social studies curriculum package deals with human relations and majority-minority group interactions. The goal of the training was to produce growth in human relations within the classroom and growth in attitudes toward majority and minority group members of all types.

Aulston, Melvin D. *The Economics of Poverty.* 99 pgs. Secondary. The three unit manual was designed to facilitate problem-solving skills in the study of economics, while employing a discussion approach in teaching.

Aulston, Melvin D. *Independent Study Guide in Black History, Based on Hidden Realities.* 10 pgs. Junior High. The purpose of the unit is to explore the importance of self-esteem. The unit considers the contributions of the Negro to our economic growth during the past fifty years.

Baldwin, Alexinia Y. *Jazz as a Reflection of the Socio-Political Structure of Our Country.* 26 pgs. Secondary. This curriculum takes the students into the study of jazz as it relates to the socio-political structure of America, to increase the student's awareness of his relation to man and society.

Baldwin, Alexinia Y. *Ecology: the Web of Life.* Middle. The curriculum is designed for the purpose of developing higher thought processes in students of high creative and intellectual ability coming from varying economic backgrounds.

Cooke, Gwendolyn J. *The Black Experience.* 24 pgs. Secondary. The major objective of the independent study package is to create awareness of the Black experience through activities and selected readings.

Cooke, Gwendolyn J. *Black-White Literary Relations: Thematic Parallels.* Secondary. The curriculum is designed to help the teacher who is interested in including literary works by Black writers in his American literature class.

Degnan, Sister Ronan. *The History of Mathematics: An Independent Program for Gifted High School Seniors.* 39 pgs. Secondary. The purpose of this program is to intensify the student's interest in mathematics to astronomy, philosophy, art, physics, architecture, engineering, politics, and literature.

Degnan, Sister Ronan. *Basic Elements of Reasoning: An Enrichment Unit for Gifted Ninth Graders.* 33 pgs. Secondary. The enrichment unit attempts to prepare the student to approach all subjects with critical thinking by stressing the basic principles of logic.

Cook, David J. *New York: Paradise or ?* 50 pgs. Secondary. The purpose of this study is to develop an awareness of the conditions in our society that have and may have a great influence upon our social structure now and in the future.

Colletta, Anthony J. *Independent Study: Building Self-Esteem in Disadvantaged Children Through a Study of Low Income Life Styles.* 10 pgs. Seventh Grade. This unit attempts to build the self-esteem of students as well as allow them to understand their personal self-concepts in relation to family, peer group, and environmental factors.

Gear, Gayle H. *Teacher Training: Identification of Potentially Gifted Students.* 250 pgs. College. Through a series of simulations, teachers are taught the skills requisite to the identification of high-potential students from educationally deprived backgrounds. Transparencies, videotapes, and actual case records are provided with the individual activities.

Pratt, Robert. *Teacher-Student Interaction Skills.* 52 pgs. Junior High. This unit provides lessons for the purpose of improving communication skills between teacher and student.

Richey, Judy. *Power and Self-Concept.* 33 pgs. Secondary. This unit analyzes the relationship between autonomy, self-concept, and human behavior. Specific themes include increased student demands for voice in school policy and curriculum decisions, the Black Movement for increased self-determination, and the theme of alienation of man from society.

Romer, Nancy. *You and Me.* 112 pgs. Sixth Grade. This curriculum provides experiences to better understand the processes of socialization and communication. Students discover through observation, participation, and recall how emotions can facilitate or obstruct these processes.

Simons, H. Fred. *Conflict and Change: A Curriculum Package of Materials and Methods of Teaching Intellectually Gifted Children.* 43 pgs. Junior High. This unit permits the students to determine their own curriculum based on their individual and group interest. The main focus is problem-solving behavior, with experience in the areas of analysis and evaluation as well as lessons in receiving, responding, valuing, and commitment.

Simons, H. Fred. *Social Studies Curriculum Package for Ungraded Middle School.* 33 pgs. Middle School. The primary concern of this program is to help pupils to think for themselves by providing them with the concepts and modes of inquiry of the social sciences, and to promote a rational adherence to a set of values based upon the worth and dignity of each human being.

Wilson, Edward M. *A Curriculum of English Sounds for Spanish-Speaking Persons.* 87 pgs. Primary and Upper Primary. The curriculum deals with twenty-seven discernable English language sounds that native Spanish-speaking persons may find difficult to learn. The primary aim is to alleviate much of the unnecessary frustration a Spanish-speaking child experiences in his effort to speak English.